DOCUMENT RESUME

ED 182 939 EC 123 187

TITLE Special Education Program for Severely and Profoundly Handicapped Individuals: A Directory of State Education Agency Services.

INSTITUTION National Association of State Directors of Special Education, Washington, D.C.

PUB DATE Aug 79

NOTE 59p.

AVAILABLE FROM National Association of State Directors of Special Education, 1201 16th St., N.W., Washington, DC 20036 ($4.00)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Consultants: Definitions: *Delivery Systems: Elementary Secondary Education: Identification: *Severely Handicapped: *State Programs: State Surveys: *Teacher Certification: Teacher Education: *Trend Analysis

ABSTRACT

The report presents information based on a 1978 survey on programs in 46 state education agencies for severely and profoundly handicapped (SPH) individuals. The principal section of the report discusses summary data on state consultants responsible for services to SPH students, definitions, percentage of consultant time spent on programs, child find, individuals served in specific school settings, service models, certification procedures, personnel preparation in colleges and universities, model programs, inservice needs, and major trends in service delivery. Appendixes, comprising the bulk of the document, elaborate on the above topics, and include a 20 page paper by D. Bricker et al. entitled, "Issues in Certification for Teachers of the Severely Handicapped." (CL)

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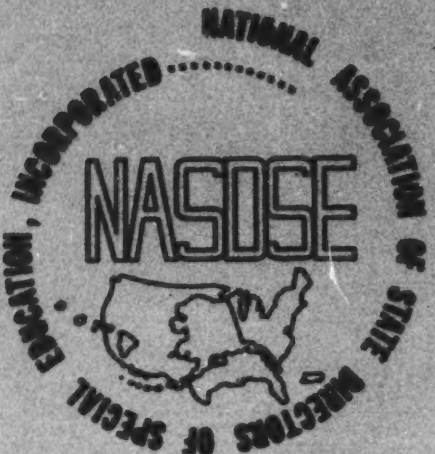
Special Education Program for Severely and Profoundly Handicapped Individuals

A Directory of State Education Agency Services



A Report of Survey Information Collected By

National Association of State Directors of Special Education

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August 1979

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INTRODUCTION

This directory is a compilation of information concerning programs for severely and profoundly handicapped individuals, based on replies to a NASDSE survey in the summer of 1978. State education agencies in 43 states, American Samoa, the District of Columbia and Puerto Rico completed the questionnaire.

The principal section of the publication reports summary data relating to state consultants responsible for services to the severely and profoundly handicapped, percentage of consultant time spent on programs, definitions, child find procedures, individuals served in specific school settings, delivery of service models, certification procedures, colleges and universities preparing personnel, demonstration model programs, inservice needs, and major trends arising in the area of delivery of service. The appendices expand upon each of the above areas.

It is hoped that the information presented on the following pages will be helpful to SEA personnel in comparing individual state practices with those of other states. NASDSE appreciates the cooperation of those state education agency persons who provided us the information to compile this report.

This information was tabulated and summarized by Dr. Linda F. Bluth, Assistant Professor, Special Education, Loyola College, Baltimore, Maryland. We gratefully acknowledge her cooperation in working with NASDSE on this project.

SUMMARY DATA

This summary section combines data collected from 43 states, American Samoa, District of Columbia, and Puerto Rico and projects national trends in providing services to severely and profoundly handicapped individuals. A list of states participating in this survey is located in Appendix B. The questionnaire disseminated to each SEA is located in Appendix A.

Table 1

States Participating in Survey

43 States Responded
7 Did Not Respond

State Consultants Specifically Responsible for Severely and Profoundly Handicapped Individuals

Thirty-two state education agencies report that they have consultant(s), specifically designated to serve severely and profoundly handicapped individuals, 11 states do not have consultants specifically designated to serve this population.

Table 2

State Consultants Specifically Responsible
for Severely and Profoundly Handicapped Individuals

32 States Responded Yes
11 States Responded No

The amount of time that each state consultant is responsible for severely and profoundly handicapped individuals ranges from 10% to 100%, with 11 states indicating more than one consultant assigned to serve this population.

Definition

Twenty-three states report that they have definitions which include either both the severely and profoundly handicapped or one of these categories in their definition. A total of 20 states report that they do not have a current definition which includes the severely and profoundly handicapped. The two most common definitions utilized were those from the

American Association of Mental Deficiency and the Bureau of Education for the Handicapped. State definitions are located in Appendix D.

The following table is a representation of handicapped populations reported to be included in a specific category.

Table 3

Categories Included in the Definition of Severely and Profoundly Handicapped Individuals

Category	States
Mentally Retarded	30
Multi-handicapped	29
Physically handicapped	16
Blind	13
Deaf	15
Learning Disabled	7
Emotionally Disturbed	16
Other	10

A profile of this summary is located in Appendix E.

Child Find

A total of 19 state education agencies indicated specific procedures to categorically identify severely and profoundly handicapped. Twenty-two states indicated that they do not utilize specific procedures to identify this population, but suggest that this population is included within other handicapped populations.

Table 4

Child Find Procedures

Status of Child Find	Number of States
Child Find Procedures	19
No Child Find Procedures	22
No Response	2

A profile of this summary is located in Appendix F.

Number of Severely and Profoundly Handicapped Individuals Served Utilizing Public Funds in Public and Private School Settings

More than half of the 43 states which responded to this question noted that the information reported was an estimate of the actual figures. There is great variance from state to state regarding the quality and availability of this information. The following table is a summary of figures submitted by 29 states. Fourteen states reported that they do not have access to this information.

Table 5

Estimated Number of Severely and Profoundly Handicapped Individuals Served Utilizing Public Funds In Public and Private School Settings

	Public School Setting	Private School Setting	State Facilities	Total
Preschool	2,379	145	2,088	4,612
Elementary School	12,343	4,086	7,897	24,326
Secondary School	6,508	2,711	3,460	12,679
Post School	1,895	399	1,984	4,278
Subtotal	23,125	7,341	15,429	45,895
Percent of Total	50%	16%	34%	100%

Summary of States Which Designate Specific Funds for Severely and Profoundly Handicapped

Twenty-nine states reported that funds were specifically earmarked for the severely and profoundly handicapped. Twelve states reported that funds were not specifically earmarked for this population but were utilized for this population under other categorical headings. A summary of individual state responses is available in Appendix G.

Table 6

Summary of 1978-79 State Funds Earmarked for Severely and Profoundly Handicapped

Funds Earmarked for SP/H	29
Fund Not Earmarked for SP/H	12
No Response to Question	2

Program Options Available for Delivery of Services to Severely and Profoundly Handicapped Individuals

States were asked to indicate which of the following options were available for delivery of service: special education school (center), self-contained classes within the regular school, homebound instruction, resource room, itinerant services, and other.

Self-contained classes within the regular school and use of homebound instruction were reported most frequently by the states.

Table 7

Summary of Program Options for
Delivery of Services to Severely and Profoundly Handicapped Individuals

Model	Number of States Utilizing Model
Special Education Schools (centers)	39
Self-contained Classes Within Regular Schools	38
Homebound Instruction	36
Resource Rooms	20
Itinerant Services	25
Other	17

Each states' service delivery profile is located in Appendix H.

Certification Procedures Specifically for Severely and Profoundly Handicapped

Specific procedures for certification in the area of severely and/or profoundly handicapped were reported in 11 states. Thirty-one states indicated that they do not have specific procedures established for certification, several of these are currently establishing a process for certification.

Table 8

Number of SEAs with Certification Procedures for Teachers of
Severely and Profoundly Handicapped Individuals

Certification Requirement	11
No Certification Requirement	31
No Response	1

A profile of individual state status is located in Appendix I.

Levels of Teacher Certification

Nine states report certification at the Bachelor of Arts level, six states at the Master of Arts level. Seven states report specific required courses for certification. (See Appendix N: Issues in Certification for Teachers of the Severely Handicapped)

Table 9

Summary of Levels of Teacher Certification

B.A. Level	9
M.A. Level	6
Specific Required Courses for Certification	7

A profile of individual state status regarding certification is located in Appendix J.

Colleges and Universities Currently Preparing Teaching Personnel in the Area of Severely and Profoundly Handicapped

Of the 43 states involved in the survey, 22 reported colleges and universities preparing teaching personnel at the Bachelor of Arts level. Twenty-six states reported colleges and universities preparing teaching personnel at the Master of Arts level, and fourteen states reported preparing teaching personnel at the doctoral level.

Table 10

Summary of Colleges and Universities Currently Preparing Teaching Personnel in the Area of Severely and Profoundly Handicapped

B.A. Level	22
M.A. Level	26
Doctoral Level	14

A profile of individual state status is located in Appendix K.

Inservice Needs to Facilitate Delivery of Service to Severely and Profoundly Handicapped Individuals

Thirty-nine states ranked their inservice priorities on a continuum of 1 (high) through 6 (low). Instruction in methods and techniques and behavior management ranked the highest as topics of inservice training in the states.

Table 11

Summary of Inservice Needs to Facilitate
Delivery of Service to Severely and Profoundly Handicapped Individuals

Inservice Need	1	2	3	4	5	6
1) Instruction in Methods and Techniques	26	7	4	2	0	0
2) Managing Behavior	20	13	4	2	0	0
3) Structuring the Physical Learning Environment	10	11	10	7	1	0
4) Adapting Instructional Materials and Devices	14	11	9	4	1	0
5) Itinerant Services	6	11	6	1	5	7

States listed the following additional inservice needs: 1) administration training, 2) assessment techniques, 3) child growth and development training, 4) coordination skills between agencies, 5) data collection skills, 6) designing a rural inservice model, 7) needs assessment model developments, 8) occupational preparation skills, 9_ parent training, 10) school and community acceptance training, and 11) teaching communication skills.

Summary of States with A Demonstration Program for Training Teachers and Itinerant Personnel

Sixteen states report that they have a demonstration program for training teachers and itinerant personnel. The name and address of demonstration model programs is located in Appendix L.

Table 12

Summary of States with a Demonstration
Program for Training Teachers and Itinerant Personnel

States with demonstration model programs	16
States without demonstration model programs	27

A summary of states with demonstration programs for training teachers and itinerant personnel is located in Appendix L.

Summary of Major Trends and Issues Arising in the Area of Delivery of Service to the Severely and Profoundly Handicapped

Trends

Trends in the delivery of services for severely and profoundly handicapped children as suggested by the 43 states participating in this survey are:

- a cooperative LEA approach
- coordination of public school and state programs for the severely and profoundly handicapped individuals
- deinstitutionalization
- delivery of service in hospital programs
- development of certification requirements
- early referral and intervention programs
- fewer special schools
- interstate comprehensive cooperative programs
- parent involvement and training
- prevocational and vocational curriculum development
- sophisticated procedures of task analysis and evaluation
- specialized personnel training
- systems of advocacy
- total communication model approach
- transdisciplinary approach
- use of paraprofessionals

Issues

Current issues related to providing services for the severely and profoundly handicapped, as suggested by the 43 states participating in this survey are:

- above age 18 living arrangements
- categorical/noncategorical inclusion of severely and profoundly handicapped individuals
- certification requirements
- contracting services with private facilities
- delivery of service models in rural areas
- development of day care programs versus instructional programs
- emergency medical provisions
- inservice training
- integration of the severely and profoundly handicapped population into the least restrictive environment
- justification for educational intervention
- legislative funding to provide needed supplementary services
- leisure time activities
- program and evaluation

- staffing projections
- support services
- transportation
- treatment versus educational programming
- twelve month educational programs
- twenty-four hour service plan

1. State Name _____

ADDRESS _____

_____ Tel. No. _____

2. State Consultant(s) responsible for Severely and Profoundly Handicapped Service.

Name(s) _____

Percentage of time spent on program: _____

3. Current State Definition of Severely and Profoundly Handicapped Children for the Purpose of Delivery of Services.

_____

_____

_____

_____

4. Please check those Handicapped Populations included in this definition.

_____ Mentally Retarded
_____ Deaf
_____ Multi-Handicapped
_____ Learning Disabled
_____ Physically Handicapped
_____ Emotionally Disturbed
_____ Blind
_____ Other

5. Does your state have specific procedures in your child find program to categorically identify Severely and Profoundly Handicapped students?

_____ Yes _____ No

6. List the number of Severely and Profoundly Handicapped individuals served utilizing public funds (federal, state, or local) in public and private school settings.

	Public School Setting	Private School Setting	State Facilities
Pre-School			
Elementary School			
Secondary School			
Post-School			

7. Are any of your 1978 state funds carmarked for Severe and Profoundly Handicapped?

Yes____ No____

8. Which program options are available for delivery of services to Severe and Profoundly Handicapped Individuals?

_____Special Education School (Center)

_____Self-contained classes within the regular school

_____Homebound instruction

_____Resource room

_____Itinerant services

_____Other

_____

_____

9. Are teacher certification procedures established specifically for Severe and Profoundly Handicapped?

Yes____ No____

10. If No.9 was YES, at which levels are teachers certified:

_____B.A. Level

_____M.A. Level

_____Specific Required Courses for Certification in Severely and Profoundly Handicapped

11. List colleges and/or universities in your state currently preparing teaching personnel in the area of Severe and Profoundly Handicapped:

Bachelors Level_____

_____

_____

Masters Level_____

_____

_____

Doctoral Level_____

_____

_____

12. Please rate the following inservice needs your state may have to better serve Severely and Profoundly Handicapped Individuals.

	High Need					Low Need
	1	2	3	4	5	6
Instruction in Methods and Techniques						
Management Techniques						
Structuring the Physical Learning Environment						
Adapting Instructional Materials and Devices						
Itinerant Services						
Other						

13. Does your state have a demonstration program project that is used as a training center for teachers and itinerant personnel?

Yes____ No____

14. If you answered YES, please complete the following:

- o Project Contact Person _____
- o Program Address _____

_____

- o Funding Base for Program:

Federal _____

State _____

Local _____

15. What major trends and issues do you perceive as arising in the area of delivery of service to the Severely and Profoundly Handicapped in the next five years?

_____

_____

_____

_____

_____

Appendix B

States Participating in Severely and profoundly Handicapped Survey

ALABAMA

ALASKA

AMERICAN SAMOA

ARIZONA

ARKANSAS

CALIFORNIA

COLORADO

CONNECTICUT

DELEWARE

D.C.

FLORIDA

GEORGIA

HAWAII

ILLINOIS

INDIANA

IOWA

KANSAS

KENTUCKY

LOUISIANA

MAINE

MARYLAND

MASSACHUSETTS

MICHIGAN

MINNESOTA

MISSISSIPPI

MISSOURI

MONTANA

NEBRASKA

NEVADA

NEW YORK

NORTH CAROLINA

NORTH DAKOTA

OHIO

OKLAHOMA

OREGON

PENNSYLVANIA

PUERTO RICO

RHODE ISLAND

SOUTH CAROLINA

SOUTH DAKOTA

TEXAS

VERMONT

VIRGINIA

WASHINGTON

WEST VIRGINIA

WISCONSIN

WYOMING

Appendix C

SEAS Consultants Specifically Responsible for Severely and Profoundly Handicapped Individuals

		% of Time Spent as SP/H Consultant	# of State Consultants Serving SP/H Population	
ALABAMA	YES	33 1/3%	1	Freda C. Judge
ALASKA	YES	10-15%	1	Michael Mosher
AMERICAN SAMOA	YES	100%	1	Beth Scott
ARIZONA	NO			
ARKANSAS	NO			
CALIFORNIA	YES	50%	6	Fred Hanson Jessie Furukawa Clyde Chantig Bob Lieble George Allebrand Stu Greenfield
COLORADO	NO			
CONNECTICUT	YES	10%	1	Joseph Lavender
DELAWARE	NO			
D.C.	YES	100%	1	Jessie L. Porter
FLORIDA	YES	30%	2	Evelyn Syfrett Eleanor Bates
GEORGIA	YES	33%	1	Marlene R. Bryor
HAWAII	YES	20%	2	Camille Almy Jacqueline Daniels
ILLINOIS	YES	80%	1	Ken Stowecipher
INDIANA	YES	25%	1	Gerald L. Wagner
IOWA	YES	100%	1	Steven A. Maurer
KANSAS	YES	50%	1	Phyllis Kelly
KENTUCKY	YES	10%	2	Joanne Brooks Julia French

Appendix C

SEAS With Consultants Specifically Responsible for Severely and Profoundly Handicapped Individuals

		% of Time Spent as SP/H Consultant	# of State Consultants Serving SP/H Population	
LOUISIANA	YES	20%	1	Foster Rosser
MAINE	NO			
MARYLAND	YES	65%	2	Dr. Camille Peck J. Deborah Sterrot
MASSACHUSETTS	YES	100%	2	Gene Booth Hal Gibber
MICHIGAN	YES	10%	1	Fred Chappell
MINNESOTA	YES	80%	4	Bob Teeling Carolyn Elliott Marilyn Sorenson Larry Crouse
MISSISSIPPI	YES	5%	1	Patsy Wicker
MISSOURI	NO			
MONTANA	YES	55%	2	Ron Lukenbill Dr. Rowena Foos
NEBRASKA	YES	45%	2	Fred Bieck Douglas Clark
NEVADA	YES	Unknown	Unknown	
NEW YORK	YES	10-15%	1	Dorothy Phillips
NORTH CAROLINA	YES	100%	1	Kathy Spence
NORTH DAKOTA	YES	Unknown	1	Roger Miller
OHIO	YES	100%	1	Mark Gerhardstein
OKLAHOMA	YES	100%	3	Ruth Eggner Lora Evans N. Bosewell

Appendix C

SEAS With Consultants Specifically Responsible for Severely and Profoundly Handicapped Individuals

		% of Time Spent as SP/H Consultant	# of State Consultants Serving SP/H Population	
OREGON	NO			
PENNSYLVANIA	NO			
PUERTO RICO	NO			
SOUTH CAROLINA	NO	33%	Vacant	Vacant
SOUTH DAKOTA	YES	50%	1	Terry Hendrick
TEXAS	YES	Unknown	1	Ken Crow
VERMONT	YES	10%	1	Kenneth Baker
VIRGINIA	YES	10%	1	Anthony G. Faina
WASHINGTON	YES	15%	2	Al Lynch Dale Moberg
WEST VIRGINIA	YES	30%	1	Robert D. Sturley
WISCONSIN	NO			
WYOMING	NO			

Appendix D

State Definitions of Severely and Profoundly Handicapped

Alabama	"Multi-handicapped" - concomitant impairments (i.e. MR-BLIND, MR-Deaf, etc) the combination of which causes such educational problems that such students cannot be accomodated in special ed programs solely for one of the impairments (does not include deaf/blind)
America Samoa	Significant subaverage intellectual functioning existing concurrently with "deficits" in adaptive behavior
Arkansas	Arkansas utilizes American Association of Mental Deficiency (AAMD) definition
California	Trainable Mentally Retarded, Multi-handicapped, Autistic, Development Center for Handicapped (DCH) Will require special class placement because of substantial mental and/or physical impairments
District of Columbia	Persons with pronounced subnormal mental ability and learning capacity thereby requiring continuous care and full-time supervision throughout their life span.
Florida	Profoundly Mentally Retarded: one who is profoundly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of a profoundly retarded student usually falls below five (5) standard deviations below the mean and the assessed adaptive behavior falls below age and cultural expectations.
Georgia	A child who will usually have an intellectual ability approximately two-thirds below that of an an average child of a comparable chronological age. For a child to be eligible for placement into a program for SMR, his performance on individually administered psychological examinations shall lie more than four standard deviations below the mean of the tests utilized. This child may be expected to benefit from a program designed to further his basic skill development in the following areas: self-help, motor, social, and communication.

Hawaii	To be eligible for placement in a severely multiply handicapped program, a student will: 1) Have two or more handicapping conditions, 2) manifest severe functional retardation, 3) need basic skills development.
Indiana	A mentally handicapped student is one who demonstrates significant subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the period from birth through eighteen (18 years of age, which adversely affects a student's educational performance. A multiply handicapped student is one with two or more handicapping conditions which interact and result in problems so complex, having been demonstrated through a diagnostic teaching evaluation service, that placement in regular programs or programs designed for students with single handicaps, even with reasonable alteration, additional equipment, special training aids and/or modified teaching techniques, will not result in significantly meaningful growth and achievement.
Iowa	12.3(10) "Severely Handicapped" are those pupils referred to as "severely and profoundly handicapped" who are defined operationally in terms of infantile or primitive behavioral and developmental characteristics, and who need intensive special education programs and services. These pupils manifest developmental and adaprive behavior deficits affecting a combination of the following areas: Sensory awareness, sensory-motor skill development, communication skills, self-help skills, and social skills. For educational purposes, the intensity of the handicapping condition is of primary importance in the identification of these pupils. Please check those handicapped populations included in this definition.
Kentucky	Severely/profoundly handicapped individuals (1) have primary disabilities that are cognitive at least four (4) standard deviations below the mean, (2) may have behavioral disorders (autistic, childhood schizophrenia, etc.), (3) may have additional physical and/or sensory handicaps, and (4) require significantly more resources than are traditionally provided in special education programs.

Michigan	R 340.1703. Severely mentally impaired, defined. Rule 3. "Severely mentally impaired" means a person identified by an educational planning and placement committee, based upon a comprehensive evaluation by a school psychologist, certified psychologist or certified consulting psychologist, and other pertinent information, as having all the following behavioral characteristics: (a) Development at a rate approximately 4½ or more standard deviations below the mean as determined through intellectual assessment. (b) Lack of development primarily in the cognitive domain. R 340.1714 Severely multiply impaired, defined. Rule 14. "Severely multiply impaired" means a person identified by an educational planning and placement committee, based upon a comprehensive evaluation by a school psychologist, certified psychologist or certified consulting psychologist, and an evaluation by a neurologist, orthopedic surgeon, opthalmologist, or otolaryngologist and an audiologist, and other pertinent information such as previous medical records and any education history, as having all of the following behavioral characteristics: (a) Severe multiplicity of handicaps in the physical and cognitive domains. (b) Inability or expected inability to function within other special education programs which deal with a single handicap. (c) Development at less than the expected rate of age group in the cognitive, affective or psychomotor domains.
Mississippi	A severely/profoundly retarded child is one whose mental age and social functioning level are approximately one third below that which is expected of the normal child of the same chronological age, He requires continuing and close supervision but may perform simple self-help and/or work tasks. Often other handicapping conditions accompany the retardation .

Missouri	"Severely handicapped children", handicapped children under the age of twenty-one years who, because of the entent of the handicapping condition or conditions, as determined by competent professional evaluation, are unable to benefit from or meaningfully participate in programs in the public schools for handicapped children. The term "severely handicapped" is not confined to a separate and specific category but pertains to the degree of disability which permeates a variety of handicapping conditions and education programs.
Nevada	Severely and Profoundly Handicapped is only addressed in the mentally retarded category of exceptionality. The definition is as follows: "The performance on an individual psychoeducational evaluation shall fall below an IQ of 30 in order for a student to be eligible for this program."
North Carolina	Educationally speaking, the term "severely handicapped" refers to those individuals age 21 or younger who are functioning at a general developmental level of half or less than the level which would be expected on the basis of chronological age and who manifest learning and/or behavior problems of such a magnitude and significance that they require extensive structure in learning situations if their education needs are to be well served. (Justen, 1976)
Ohio	Is a child with such severe communication behavioral, developmental and educational problems that he cannot properly be accomodated in any existing special education program.
Oklahoma	Functional level at least 50% or more below normal development.
Pennsylvania	Severely Mentally Retarded --Those persons whose adaptive behavior is so severely impaired that educational programming is directed to behaviors that require closely supervised simple self-help and very simple work skills requiring full dependence upon others. This term is used to describe the degree of mental retardation present when intelligence testing is lower that an IQ of 25 as measured on individual psychological tests with no consideration of the standard error of measurement permitted. Those with such adaptive behavior and measured mental ability will be considered for these programs and shall be evaluated by a physician prior to assignment.

Puerto Rico	We use the same definition as in P.L. 94-142.
South Carolina	South Carolina statutes do not recognize profoundly mentally handicapped, but rather dichotomize children as educable or trainable. Thus profoundly mentally handicapped are subsumed under Trainable Mentally Handicapped.
Texas	<u>Eligibility Criteria for Instructional Programs for the Severely Handicapped</u> In the determination of students having the most severe handicaps, the admission, review, and dismissal committee will decide that: (A) the student meets the specific eligibility criteria for one or more of the legally defined handicapping conditions; (B) the student's handicapping condition(s) is expected to continue indefinitely; (C) the student's disabilities require a comprehensive interdisciplinary program of educational and related services; (D) The student's disabiliites seriously impair performance in three or more of the following areas of development: (i) independent mobility (ii) self-care skills (iii) communication (iv) social-emotional (v) cognition
Vermont	Children with handicaps resulting in development under 2 years of age.

Virginia	"Multi-handicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaird, etc.), the combination of which causes such serious educational problems that they cannot be accomodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.
Washington	WAC 392-171-135 DEFINITION OF AN ELIGIBILITY CRITERIA FOR MENTAL RETARDATION--SEVERELY AND PROFOUNDLY RETARDED. Severely and profoundly retarded children are those who because of profound subaverage intellectual and social development are ineligible for programs for the moderately mentally retarded. Eligibility criteria: Assessment and recommendation for placement classes for the severely mentally retarded shall consist of the following criteria and screening for other handicapping condition(s): (1) I.Q. range approximately 30 and below as interpreted by a qualified psychologist; and (2) Any one of the following: (a) Minimal ability to acquire basic academic and self help skills. (b) Student will require close supervision throughout his or her life. WAC 392-171-175 DEFINITION OF AND ELIBIBILITY CRITERIA FOR MULTIPLE HANDICAPPED. A child shall be considered multiple handicapped when there are present two or more handicapping conditions, each of which is so severe as to warrant a special program were that handicapping condiiton to appear in isolation. Eligibility criteria: Children shall be eligible for placement only when the resultant overall deficit is profound and when the following conditions are identified and documented: Mental retardation and one or more of the following: Gross motor and orthopedically impaired, hearing impaired or blind. In addition to the above, appropriate professional diagnosis and documentation of the severity of each handicapping condition is required. Children who meet the above criteria are not eligible for placement in a resource room.

Appendix E

Categories Included in the Definition of Severely and Profoundly Handicapped Individuals

	1	2	3	4	5	6	7	8
ALABAMA		X						
ALASKA	X	X	X	X	X		X	
AMERICAN SAMOA	X	X						
ARIZONA	X	X	X	X	X		X	
ARKANSAS	X	X	X		X	X	X	
CALIFORNIA	X	X						
COLORADO								
CONNECTICUT	X							
DELEWARE								
D.C.	X	X	X	X	X	X	X	
FLORIDA	X							
GEORGIA	X							
HAWAII	X	X	X	X	X		X	
ILLINOIS								
INDIANA								
IOWA	X	X						
KANSAS	X	X	X	X	X	X	X	
KENTUCKY	X	X	X	X	X	X	X	X
LOUISIANA	X							
MAINE	X	X				X	X	X
MARYLAND								X
MASSACHUSETTS								X
MICHIGAN	X	X	X					
MINNESOTA	X	X	X	X	X		X	X
MISSISSIPPI	X	X						
MISSOURI	X	X	X				X	
MONTANA	X	X		X	X		X	
NEBRASKA	X	X		X	X			
NEVADA	X							
NEW YORK	X	X	X	X	X		X	
NORTH CAROLINA	X	X	X					
NORTH DAKOTA								
OHIO		X						X
OKLAHOMA	X	X	X	X	X		X	
OREGON	X	X	X				X	X
PENNSYLVANIA	X	X	X	X	X	X	X	X
PUERTO RICO		X						
SOUTH CAROLINA	X							
SOUTH DAKOTA	X	X				X	X	
TEXAS	X	X	X	X	X	X	X	X
VERMONT		X						
VIRGIN ISLANDS								
VIRGINIA		X						X
WASHINGTON	X	X	X	X	X			
WEST VIRGINIA	X	X						
WISCONSIN								
WYOMING								

1. Mentally Retarded
2. Multihandicapped
3. Physically Handicapped
4. Blind
5. Deaf
6. Learning Disabled
7. Emotionally Disturbed
8. Other

Appendix F

States with Child Find Procedures to Identify Severely and Profoundly Handicapped Individuals

ARKANSAS

CALIFORNIA

CONNECTICUT

D.C.

FLORIDA

GEORGIA

INDIANA

IOWA

KANSAS

MAINE

MISSISSIPPI

MISSOURI

NEBRASKA

NEVADA

NORTH CAROLINA

OHIO

OREGON

PENNSYLVANIA

SOUTH CAROLINA

WYOMING

Appendix G

States which Earmark Funds for Severely and Profoundly Handicapped (1978)

ALASKA

AMERICAN SAMOA

ARKANSAS

CALIFORNIA

CONNECTICUT

D.C.

FLORIDA

GEORGIA

HAWAII

ILLINOIS

INDIANA

IOWA

KANSAS

MAINE

MASSACHUSETTS

MINNESOTA

MISSOURI

NEBRASKA

NEVADA

NEW YORK

NORTH DAKOTA

OHIO

OKLAHOMA

PUERTO RICO

SOUTH CAROLINA

SOUTH DAKOTA

TEXAS

VERMONT

VIRGINIA

WASHINGTON

WISCONSIN

WYOMING

Appendix H

Summary of Program Options for Delivery of Services to Severely and Profoundly Handicapped Individuals

	1	2	3	4	5	6
ALABAMA	X	X	X			
ALASKA	X	X	X	X	X	
AMERICAN SAMOA	X		X		X	
ARIZONA	X	X	X	X	X	
ARKANSAS	X	X	X		X	
CALIFORNIA	X	X				
CONNECTICUT						X
DELEWARE	X	X	X	X	X	X
D.C.	X					
FLORIDA	X	X	X	X		
GEORGIA	X	X				X
HAWAII						X
IDAHO						
ILLINOIS	X	X	X	X	X	
INDIANA	X	X	X			
IOWA	X	X	X		X	X
KANSAS	X	X	X		X	
KENTUCKY	X	X	X		X	
LOUISIANA	X	X	X	X	X	
MAINE	X	X	X	X	X	
MARYLAND	X	X	X	X	X	
MASSACHUSETTS	X	X	X	X	X	
MICHIGAN	X	X	X		X	X
MINNESOTA	X	X	X	X	X	X
MISSOURI	X	X	X			X
MONTANA	X	X	X	X	X	
NEBRASKA	X	X	X			
NEVADA	X		X			X
NEW YORK	X	X	X		X	X
NORTH CAROLINA	X	X	X			
NORTH DAKOTA	X	X	X		X	
OHIO	X	X	X			X
OKLAHOMA	X	X	X	X	X	
OREGON	X	X	X	X	X	
PENNSYLVANIA	X	X	X	X	X	
PUERTO RICO	X	X	X		X	
RHODE ISLAND						
SOUTH CAROLINA	X	X	X	X	X	X
SOUTH DAKOTA	X	X	X	X		X
TENNESSEE						
TEXAS	X	X	X	X	X	X
VERMONT	X	X	X			
VIRGINIA	X	X	X			X
WASHINGTON	X	X	X	X	X	
WEST VIRGINIA	X	X	X			
WISCONSIN	X	X	X	X	X	X
WYOMING	X	X	X	X	X	X

1. Special Education School (Center)
2. Self-contained classes within the regular school
3. Homebound instruction
4. Resource Room
5. Intinerant Services
6. Other

Appendix I

SEA's With Certification Procedures for Severely and Profoundly Handicapped Individuals

ARKANSAS

CALIFORNIA

D.C.

HAWAII

KANSAS

MASSACHUSETTS

MICHIGAN

MISSOURI

OREGON

SOUTH CAROLINA

TEXAS

VERMONT

Appendix J

Summary of Levels of Teacher Certification

	B.A.	M.S. M. Ed M.A.	Certification
ARKANSAS	X	X	
CALIFORNIA	X		X
D.C.	X		X
HAWAII		X	
KANSAS		X	X
MASSACHUSETTS	X		
MICHIGAN	X	X	
MISSOURI	X		X
NEVADA	X	X	
OREGON	X		X
SOUTH CAROLINA	X	X	X
TEXAS			X
VERMONT	X		X

Appendix K

Colleges and Universities which prepare personnel in the area of severely and profoundly handicapped

State	B. A.	M. A.	Doctoral
Alabama	None	University of Alabama Auburn Alabama A&M University University of S. Alabama	None
Arizona	None	Arizona State University University of Arizona	None
Arkansas	Arkansas State University Henderson State S. Arkansas University University of Arkansas (Fayetteville Little Rock Monticello Pine Bluff Harding College Hendrix College Philander Smith College	Henderson State Arkansas State Univer. Univer. of Arkansas (Fayetteville Little Rock Monticello Pine Bluff)	University of Arkansas (Fayetteville
California	nearly all colleges and universities		
Connecticut	None	Southern Conn. State College Central Conn. State College	None
D.C.	Catholic University University of Dist. of Col.		Catholic University
Florida	Univer. of Florida Florida Atlantic Florida International Univer. Florida State Univer. University of N. Florida University of S. Florida University of Miami	Same as B. A.	University of Florida
Georgia	Georgia State University at all levels		
Hawaii	None	University of Hawaii	None
Illinois	None	University of Illinois S. Illinois University N. Illinois University Illinois State University	None

State	B. A.	M. A.	Doctoral
Indiana	Indiana University	Indiana University	None
Iowa	Morningside College Sioux City Univer. of Iowa Univ. of N. Iowa Cedar Falls	None	None
Kansas	None	Kansas University	Kansas University
Kentucky	University of Kentucky		
Maryland	Copper State College	John Hopkins University evening classes	None
Massachusetts	Boston University American Internat'l. Coll.	Boston University Boston College Lesley College Northeastern University Springfield College Fitchburg State College Mass. College of Art	Boston University
Michigan	Michigan State University of Michigan Eastern Michigan Univer. Western Michigan Univer. Wayne State University Central Michigan University Northern Michigan Univer.	Same as B. A.	Michigan State Univer.
Minnesota	St. Cloud State University University of Minnesota	Same as B. A.	University of Minnesota
Mississippi	Jackson State Mississippi Univer. for Wom. Univer. of S. Mississippi Univer. of Mississippi Mississippi State Univer.	None	None
Missouri	Southeast Missouri State U. Southwest Missouri State Central Missouri State Northeast Missouri State Fontbonne Missouri Southern College Missouri Western College Lincoln Nebraska	University of Missouri (St. Louis)	University of Missouri (Columbia)
Montana	Eastern Montana College	Same as B. A.	None
Nebraska	Univer. of Nebraska (Lincoln & Omaha)	Univer. of Nebraska (Omaha)	None
	Kearney State College		
Nevada	Univer. of Nevada System Las Vegas and Reno campuses	Same as B. A.	None

State	B. A.	M. A.	Doctoral
New York	None	Adelphi University SUC Buffalo Huner College CUNY SUC New Paltz St. Rose College Syracuse University Teachers College	None
North Carolina	None	University of N. Carolina (Chapell Hill)	Same as M.A.
Oregon	Oregon State Portland State		University of Oregon
Puerto Rico	University of Puerto Rico Rio Piedras Puerto Rico	None	None
South Car.	Winthrop College Converse College South Carolina State	Winthrop College The Citadel College of Charleston Converse College Furman University South Carolina State	None
Texas	None	University of Texas (Austin) Texas Tech. Univer. at Lubbock University of Dallas	Univer. of Texas (Austin)
Vermont	College of St. Joseph the Provider	Univer. of Vermont	None
Virginia	Virginia Polytechnic Inst. James Madison University University of Virginia Virginia Commonwealth University Old Diminion University College of William and Mary George Mason University Mary Mount	University of Virginia	None
Washington	University of Washington Eastern Washington Univer. Central Washington Univer Western Washington Univer. Seattle University Seattle Pacific University Pacific Luthern University Gonzaga University	Same as B. A.	University of Washington
W. Virginia	None	West Virginia University	West Virginia University
Wisconsin	University of Wisconsin (Madison)		

Appendix L

Contact Person and Address of Demonstration Model Projects Used as Training Centers for Teacher and Itinerant Personnel Preparation

Alaska
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Appendix M

ISSUES IN CERTIFICATION FOR TEACHERS OF THE SEVERELY HANDICAPPED

by

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Issues in Certification for Teachers of the Severely Handicapped

Introduction

In attempting to develop, implement, and subsequently monitor quality personnel preparation programs for individuals focusing on the education of the severely handicapped, a number of complex questions and issues arise. One of the more troublesome issues is certification of teaching personnel--in particular the relationship between program content or target competencies, if you prefer, and certification requirements. Although the problem of certification pervades special education, whether to develop specific certification requirements and the form those requirements should take are critical issues currently facing professional personnel specifically associated with the area of severely handicapped. Providing educational services to the severely handicapped individual is a relatively new venture and, therefore, we find ourselves confronted with decisions that will influence the field today, and in our opinion, for years to come. Further, as Sontag and McDowell (1977) have suggested, the trends and strategies developed for the severely handicapped have catalytic potential for effecting improved educational services to all handicapped children. Because the decisions made today in the field of the severely handicapped will affect the future of special education, we have a significant responsibility to thoughtfully consider and explore alternative solutions to the problems we face. We simply cannot afford to develop systems which may ultimately interfere with or reduce our ability to provide appropriate educational programs to all children within the pervue of public education. Such an

understanding that prompted this present paper. Our purpose is to:

1) Examine some of the more pertinent issues surrounding certification of personnel to work with the severely handicapped, which include:

   a. identification of competencies needed for teaching the severely handicapped individual

   b. identification of program content through which the acquisition of competencies can be aquired

   c. uncovering the relationship between the child, program needs and state certification requirements

   d. the need for reciprocity between states for teacher certification

2) propose a potentially useful definition of the population, and

3) offer a new model for certification.

We believe that such a paper is timely in that many State Education Agencies (SEA) are currently grappling with the problem of certification. Also several writers of this paper have been asked to assist their SEA in developing a certification policy for teachers of the severely handicapped. Further, each contributor of this paper is intimately associated with a personnel preparation program; and therefore, the standards adopted by SEAs is of vital concern to each of us as well as to our present and future students. We are at the brink of decision and our hope is that this paper may assist in arriving at decisions that will ultimately prove fruitful and in the best interest of all children.

Reality versus Idealism

An overriding concern that demands attention is the unfortunate dichotomy between what personnel preparation trainers might like to see established as certification policy and what can be or is currently established as policy in the workaday world. The lofty ideals of

academicians, while reasonable at times are often impossible to actualize given the constraints facing state and local educational agencies. It is tempting to philosophize about an ideal certification system; however, such a course of action may lead to our input being disregarded by public educators, which is a tantamount to disaster for personnel preparation programs. Individuals involved in personnel preparation programs must provide leadership, innovation, and modification of existing systems, but the input which they provide must have a clear basis in reality, we see no merit in developing a certification model that, although scholarly and intellectually intriguing, is so far removed from the constraints under which most SEA's operate that the result will only frustrate the honest efforts of administrators and educators to improve educational systems. Our suggestions and positions throughout this paper are, therefore, tempered with the knowledge that what is proposed should be viewed by state department personnel as practical and possible.

Current Status of Certification of the Severely Handicapped

When examining how SEA's are solving the problem of certification for teachers/supervisors working with severely handicapped individuals, one is confronted with variability bordering on confusion. For example, Table 1 provides brief descriptions of how seven states in the Southeastern United States are currently dealing with the problem of certification for personnel in the area of the severely handicapped.

The information contained in Table 1 suggests that some increased uniformity would seem in order; however, one needs to exert caution to avoid the rigidity that has developed in many states which will endorse

Table 1

Status of Certification for Teachers of the Severely Handicapped in Seven States from the Southeastern United States

State	Status
Alabama -	Currently has no special certification. Consideration is being given to a separate certification category for the severely profoundly/multi-handicapped.
Georgia -	Currently has no special certification, individuals are certified in mental retardation, behavior disorders or multiply handicapped which include the range from mild to profoundly impaired.
Florida -	Currently has no special certification; individuals are certified in mental retardation which includes the range from mild to profoundly impaired.
Kentucky -	Currently provides certification in the area of multiply handicapped; a change to the title of severely/profoundly handicapped is under consideration.
North Carolina -	Currently has no special certification; individuals are dually certified in mental retardation and emotional disturbance.
Tennessee -	Currently has no special certification for the severely or profoundly handicapped.
Virginia -	Currently has no special certification; certified educators generally are endorsed in mental retardation which includes the mild to profound range. Others endorsed in preschool handicapped, crippling conditions, and emotionally disturbed, also work with the severely handicapped.

certification procedures based on course by course approval. Such systems inhibit change and stifle the addition of new concepts and training strategies into personnel preparation programs.

As we have already indicated, the relationship between certification requirements and personnel preparation programs is critical. That relationship, however, is decidedly one-sided. A training program, no matter how spectacular, must meet established certification requirements if its students are to be certifiable. Without certification, graduates of training programs cannot compete for positions in most public education programs which are clearly (and should be) the largest employers of teachers and supervisors. Training programs for special education personnel have no choice but to meet certification requirements established by the state. This fact mandates the involvement of teacher trainers in the development of certification standard for personnel working with severely handicapped students. Perhaps the first logical step of such an involvement is to define the population.

Defining the Severely Handicapped

Before attempting to develop a model of certification for educators of the severely handicapped individuals, agreement needs to be reached about the parameters of the population for whom requirements are being generated. In increasing numbers states are attempting to comply with the national commitment and provide educational services for the severely handicapped students. At the same time, university training programs are attempting to prepare the needed teachers of the severely handicapped. However, despite these increases in available services and teachers, there appears to be little consensus on the parameters of the population for which we are establishing programs and preparing teachers.

The pros and cons of the most widely accepted and/or most recently proposed definitions of the severely handicapped have been reviewed in recent years (Guess & Horner, 1978: Justen, 1976: Sontag, Smith, & Sailer, 1977). A sampling of these definitions follows:

> Those who are not toilet trained; aggress toward others; do not attend to even the most pronounced social stimuli; self-mutilate; ruminate; self-stimulate; do not walk, speak, hear, or see; manifest durable and intense temper tantrums; are not under even the rudimentary forms of verbal controls; do not imitate; manifest minimally controlled seizures; and/or have extremely brittle medical existances. (Sontag, Burke, & York, 1973).

> Severely handicapped children are those who, because of the intensity of their physical, mental, or emotional problems or a combination of such problems, need educational, social, psychological, and medical services beyond those which are traditionally offered by regular and special education programs, in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Such severely handicapped children may possess severe language or perceptual-cognitive deprivations and evidence a number of abnormal behaviors including failure to attend to even the most pronounced stimuli, self-mutilization, self-stimulation, manifestations of durable and intense temper tantrums, and the absence of even the most rudimentary forms of verbal control. They may also have extremely fragile physiological conditions. (Bureau for Education of the Handicapped, U.S. Office of Education, 1974, Section 121.2).

> One who, because of the intensity of his physical, mental or emotional problems or a combination of such problems, needs educational, social, psychological, and medical services beyond those which have been offered by traditional, regular and special educational programs, in order to maximize his full potential for usefel and meaningful participation in society and for self-fulfillment. (Thompson, 1974)

> "Severely Handicapped" children and youth were functionally defined as those persons age 21 and under who are either mentally retarded, emotionally disturbed, deaf-blind, or multiply handicapped and who exhibit two or more of the following behaviors with a degree of regularity:

>> self-mutilation behaviors such as head banging, body scratching, hair pulling, etc., which may result in danger to oneself;

>> ritualistic behaviors such as rocking, pacing, autistic-like behavior, etc., which do not involve danger to oneself;

> self-stimulation behaviors such as masturbation, stroking, patting, etc., for a total of more than one hour of a waking day;
>
> failure to attend to even the most pronounced social stimuli, including failure to respond to invitations from peers or adults, or loss of contact with reality;
>
> lack of self-care skills such as toilet training, self-feeding, self-dressing, and grooming, etc.;
>
> lack of physical mobility including confinement to bed, inability to find one's way around the institution or facility, etc. (Abt Associates, 1974).

> Those individuals age 21 or younger who are functioning at a general development level of half or less than the level which would be expected on the basis of chronological age and who manifest learning and/or behavior problems of such a magnitude and significance that they require extensive structure in learning situations if their education needs are to be well served (Justen, 1976).

> Children who are divergent in degree, not in kind...: ...these children form an extremely heterogeneous group, composed not only of those characterized by organicity, but also of those whose serious emotional disturbance, deafness, or severe orthopedic impairment renders them functionally retarded (Sontag, Smith & Sailor, 1977).

In addition to the confusion produced as a result of the numerous attempts to defind the population, we must also consider many other definitions proposed by state departments of education. These definitions vary from quite specific to very general and all-inclusive. An example of each follows:

> The severely multiply/handicapped demonstrate severe/profound functional retardation, in addition to severe sensory and/or motor disabilities, severe emotional disturbance, chronic health conditions, or communication disorders. The following characteristics are frequently associated with the low-incidence population: severe motor involvement; absence of feeding, dressing, grooming, and/or toileting skills; failure to imitate simple actions of others, follow simple directions, communicate, guard against common physical dangers, or interact appropriately with the physical or social behaviors. These characteristics prohibit or severely limit successful progress in a special program designed to accomodate a single major handicap.

> The term "deaf-blind" refers to students who have auditory and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot properly be accomodated in special education programs solely for the hearing handicapped child or for the visually handicapped child. Although the deaf-blind have many of the same learning characteristics and needs as the severely multiply handicapped, they may not always be functionally severely or profoundly retarded (kansas State Plan, 1978).
>
> Those pupils who have a combination of two or more moderate to profound handicaps which produce serious learning, developmental and/or behavioral-emotional problems. These problems usually prohibit or limit successful progress in a regular or special education program designed to accomodate a single major handicap. These children require that tailored programs be developed in order to meet their unique special education needs (Kentucky State Department of Education, 1975).
>
> Note: The Kentucky definition has since been changed.

The need for consensus is clear--an accurate definition acceptable to the majority of individuals involved with the severely handicapped, including direct service providers, teacher trainers, and state department personnel is necessary.

One purpose of this paper is to offer a definition of the severely handicapped individual that departs from those presented above and, although far from ideal, one which we believe is more useful to a wider population of service providers.

The severely handicapped individual is defined for <u>educational</u> purposes as: 1) having serious primary disabilities that are cognitive[1] (e.g. -4 standard deviations) and/or behavioral (e.g. autistic, childhood schizophrenic), 2) having the high probability of additional physical and/or sensory handicap(s), and (3) requiring significantly more resources than are provided for the mildly and moderately handicapped in special

---

[1]Cognitive is a generic term which includes the intellectual and communication characteristics of an individual.

education programs.

The definition proposed identifies variables critical to educational planning. With cognitive or behavioral deficits of equal to or greater than four standard deviations from chronological expectations, curricula will need to focus on basic skills necessary for independent living. Adaptive behavior will be an important curricula and measurement component. The need for systematic instruction is well documented (Haring & Brown, 1976, Snell, 1978). The probability of additional handicaps is high resulting in a educational system. The services required to meet the child's educational needs greatly increase the need for physical therapists, occupational therapists, language specialists, and highly trained teachers. The staff ratio of adults to children must be substantially lower than it is in other special education programs and facilities will need to be made available to accomodate special needs. Other school costs such as transportation and school health care will greatly increase for this population. The definition proposed will enable educational agents to clearly identify children in need of services for the severely handicapped, both immediately and at a future date.

The Case for Certification of Personnel Assisgned to the Severely Handicapped

Given that the severely handicapped are a population for which definitional parameters can be identified, it would seem reasonable that certification standards specific to teachers of this populatin be given consideration. The creation of a separate certification category is justified when: 1) there are population-specified characteristics which have a high frequence of occurence in population members, and which are not

typical of or frequently occuring in other categories; and 2) given these characteristics, one can identify a core of content and technology necessary for instruction.

The children included within the proposed definition cross several traditional categories (e.g. severe and profound retardation, childhood psychoses); however, viewed from a referent of level of severity, each child presents similar functional characteristics. The characteristics unique to the severely handicapped are within a given range of ability and frequency. These children exhibit significant response delays or deficits in the domains of language (e.g. mutism, echolia, severe disorders), motor and sensori-motor development, and self-help abilities. They also are characterized by a lack of environmental responsiveness, appropriate social responses, and such basic prerequisite skills for learning such as attending, compliance, and imitation. Further, the population often exhibits behavioral excesses which include stereotypic behavior, self-injurious behavior, and hyperactivity. The existence of the characteristics is, in many instances, further complicated by the presence of a physical disability or sensory impairment.

There are data to suggest that given such an operational set of characteristics, members of the severely handicapped population do not benefit from traditional pedagogic approaches (Bricker & Bricker, 1972, Snell, 1978). For the teacher of severely handicapped student, there is an identifiable matrix of desirable instructional skills. One group of skills is common to all special educators, and the others are unique to the character and needs of the severely handicapped population. Mastery of both these sets of skills is necessary to assure successful programming for severely handicapped individuals.

All special educators, including teachers of the severely handicapped, must develop the generec skills necessary to implement available educational techniques and strategies for individualizing instruction. Such skills include the ability to task analyze curriculum objectives (Williams, 1975) and the ability to implement behavior change strategies (Baer, Wolf & Risley, 1968). Concomitant with these child change skills is the ability to train and supervise classroom assistants in the use of these skills.

The heterogenous array of presenting behaviors, and low level of functioning of the severely handicapped population require the teacher to be competent in a set of skills in addition to the generic special education competencies (Iacino & Bricker, 1978). Instruction of these children requires the implementation of specialized instructional technology, environmental manipulation, and the appropriate use of ancillary resources, and personnel. At least six areas of expertise critical to the teacher of the severely handicapped are presented below:

1) Teachers of the severely handicapped require a knowledge of the expanding literature concerning research into the behavioral deficits of the population's language, cognitive, motor and social development. They also should be aware of the information generated by experimental and model programs. This information will familiarize the teacher with current methodology being successfully employed.

2) Teachers of the severely handicapped should have a thorough working knowledge of the normal sequences of growth and development, and a recognition of developmental pinpoints (Cohen, Gross & Haring, 1976). This knowledge is essential since a framework for curriculum and programming should be based on a developmental model. (Bloom, 1974; Bricker, Seibert & Casuso, 1978, Zigler, 1969).

   Additionally, the level of curriculum orientation required for severely handicapped students is substantially different from that of general special education. A greater amount of time

The creation of certification requirements specific to teachers of the severely handicapped will provide a meaningful basis for accountability. Attention is now being focused on fulfilling the intent of PL 94-142 for the provision of appropriate, quality education for all handicapped children. Such an education can be provided by persons who have had extensive and directed opportunities to develop and demonstrate their competence in pre- and in-service settings with children who present both qualitative and quantitative differences from general special education populations. Such careful preparation would permit hiring and certifying agencies to state with a greater degree of confidence that their personnel can provide and monitor appropriate, quality educational experiences for this demanding population.

Certification Model

Establishing a new certification category such as for the severely handicapped, can be done in one of two ways: simply add the new category onto the existing system, thereby increasing the number of certification categories by one, or alter the existing certification categories to include the new area. After careful consideration of the predominate existing certification categories, we suggest a model which modify rather than adds-on.

Most state certification requirements currently relate to disability areas, such as mental retardation, learning disabilities, and emotional disturbance. Under the certification system proposed in this paper these disability categories would be subsumed by categories established according to the degree or level of the handicapping condition. For example, severely/ profoundly mentally retarded pupils would be taught by teachers who have

certification to teach the severely handicapped; pupils who were classified as being trainable mentally retarded would be taught by teachers who were certified to teach the moderately handicapped; and, pupils who were classified as educable mentally retarded would be placed in general education programs with provisions for resource support. The emphasis of this certification model will be on the services the pupils are to receive, thather than on the programs in which they will be placed.

Figure 1 presents a schematic of the proposed model. The model is composed of a general certification category and a special certification category. The General Certification Category is displayed as a two by two matrix with the chronological age range from early childhood to a secondary or vocational level, forming one dimension and severity of handicapping condition providing the second dimension. This latter dimension is directly equatable to the type and number of educational resources necessary for providing the individualized appropriate programs beyond what is available in regular education programs. This matrix yields nine potential certification categores: early childhood/general education; early childhood/moderately handicapped; early childhood/severely handicapped; elementary/general education; elementary/moderately handicapped; elementary/severely handicapped; secondary/general education; secondary.moderately handicapped; and secondary/severely handicapped. State departments of education might not choose to offer certification in each of these nine areas but rather collapse some of the categories to reduce the number of certification areas; for example, early childhood/moderate and early childhood/severely handicapped might be easily combined into one certification area. The matrix dimensions of the General Certification categories are discussed in more detail below.

GENERAL CERTIFICATION CATEGORIES

SPECIAL CERTIFICATION CATEGORIES

Severity of Handicapping Condition	Chronological Age Range: Early Childhood	Elementary	Secondary or Vocational
General Education	Early Childhood/General Ed.	Elementary/ General Ed.	Secondary/ General Ed.
Moderately Handicapped	Early Childhood/Moderately Handicapped	Elementary/ Moderately Handicapped	Secondary/ Moderately Handicapped
Severely Handicapped	Early Childhood/Severely Handicapped	Elementary/ Severely Handicapped	Secondary/ Severely Handicapped

Resource Personnel (e.g. reading and communication specialists)

Hearing Impaired
Visually Impaired
Orthopedically Impaired

Deaf/Blind

Figure 1. Schematic of proposed certification model.

General Education (including the Mildly Handicapped)

This level has been the source of much professional discussion, legal action, legislation, and general scrutiny by parents, teachers, administrators and pupils. This level will subsume the current categories of the educable mentally retarded, the learning disabled, the behavior disordered, the mildly orthopedically handicapped, and the socially maladjusted.

Being consistent with P.L. 94-142 as well as our own philosophy we believe that mildly handicapped children should be placed in regular education programs; therefore, certification for the mildly disabled fall under general education. The placement of mildly handicapped children into regular education must be accompanied by special resource personnel such as specialist in reading, language and behavior management. These special certification areas are discussed later in more detail.

Moderately Handicapped

This level of certification will include the existing categories of the trainable mentally retarded, the emotionally disturbed, the moderately-to-severely orthopedically handicapped and sensorily impaired. In the past, it was not uncommon to find such pupils in programs for the trainable mentally retarded. Curricular content should be directed at the specific needs of the moderately disabled or orthopedically handicapped. In general, students fitting this category have only one handicapping condition.

Severely Handicapped

Teachers who possess certification for teaching the severely handicapped will serve pupils who are severely emotionally disturbed (e.g., autistic) and those pupils who demonstrate mental retardation at the severe and profound levels. These individuals may have additional handicapping conditions. Particular consideration will be given to excluding from this classification pupils whose handicaps do not include severe emotional disturbances or mental retardation. Care must be taken not to incorrectly place an individual in the category for the severely handicapped because his/her physical, sensory, or communicative handicap does not allow a totally accurate assessment of his/her potential abilities.

The second dimension of the matrix is an age continuum from preschool through secondary or vocational training. These areas are described as follows:

Early Childhood

This certification area would include the age range from birth through five years of age:

Elementary

This level would include the traditional school-years from first grade through the end of elementary school.

Secondary/Vocational

This level would focus on either post-elementary schooling or training or severely impaired individuals after approximately age 15.

In this proposed model the Special Certifications categories are composed of three areas. The first area has been termed resource personnel which includes reading, communication and behavior management specialist. Although such resource personnel should be available to teachers working with the moderately and severely handicapped, the primary focus of this group would be to provide support to those teachers certified in the area of general education. Successful mainstreaming of mildly handicapped student necessitates the provision of additional support to the regular classroom teacher in the form of specialists who have met specific certification standards in the specialized areas.

The second Special Certification area refers to personnel who have specialized training in the areas of the visually impaired, hearing impaired and orthopedically or physically impaired. Although it is anticipated the primary focus of personnel receiving such certification will be the moderately handicapped student, such specialists may also provide assistance to regular classroom teachers and teachers of the more severely handicapped student.

The highly specialized demands of the deaf/blind population requires

the mastery of special techniques resulting in the third Special Certification Area Proposed in this model. The primary target for individuals receiving such certification will be the severely handicapped population.

The interactive effect of combining the dimensions discussed above has produced a model that has three levels of handicapping conditions: general education which includes the mildly handicapped, moderately handicapped and severely handicapped and three age level groups: early childhood, elementary, and secondary. Special certification areas have been assigned to each handicapping level. Traditional categories of certification are easily assumed under this model.

Implications for State Departments of Education

Adoption of the certification model proposed here will require maximum participation and consideration by state departments of education. Increased services to all children will place the state departments in the role of assuming the leadership for developing the structural framework to ensure success of such a model. The state department will be responsible for resolving issues and problems inherent in a new organizational structure, determining goals and providing written guidelines and standards necessary for implementing a new certification model. State department personnel involved in this complex task must be cautious of (a) the certification of teachers who may not be able to meet the basic competencies required, (b) inadequate training programs, (c) inappropriate practicum sites, (d) an oversupply of trained personnel, and (e) the ineffective expenditure of funds.

Summary

It would be presumptive of us to think that most or any state departments of education will adopt in the immediate future the certification model proposed in this paper. That has not been our objective. Rather we have been interested in delineating the pressing issues and potential solutions concerning certification of personnel working with the severely handicapped individual. We are aware that as the area of Special Education for the severely handicapped grows, individuals, state departments and academic settings will be struggling to devise means and methods for facilitating the effective education of this most challenging population. The interrelationship of such problems for personnel preparation programs and state departments has been emphasized. Further, the dependency between areas in Special Education and General Education make it clear that change and modification in one affects all others. Recognizing such interdependencies strongly encourages the development of new certification categories if we are to keep abreast of new state and federal mandates, and more importantly continue to *improve* the quality of education offered to all children.

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